

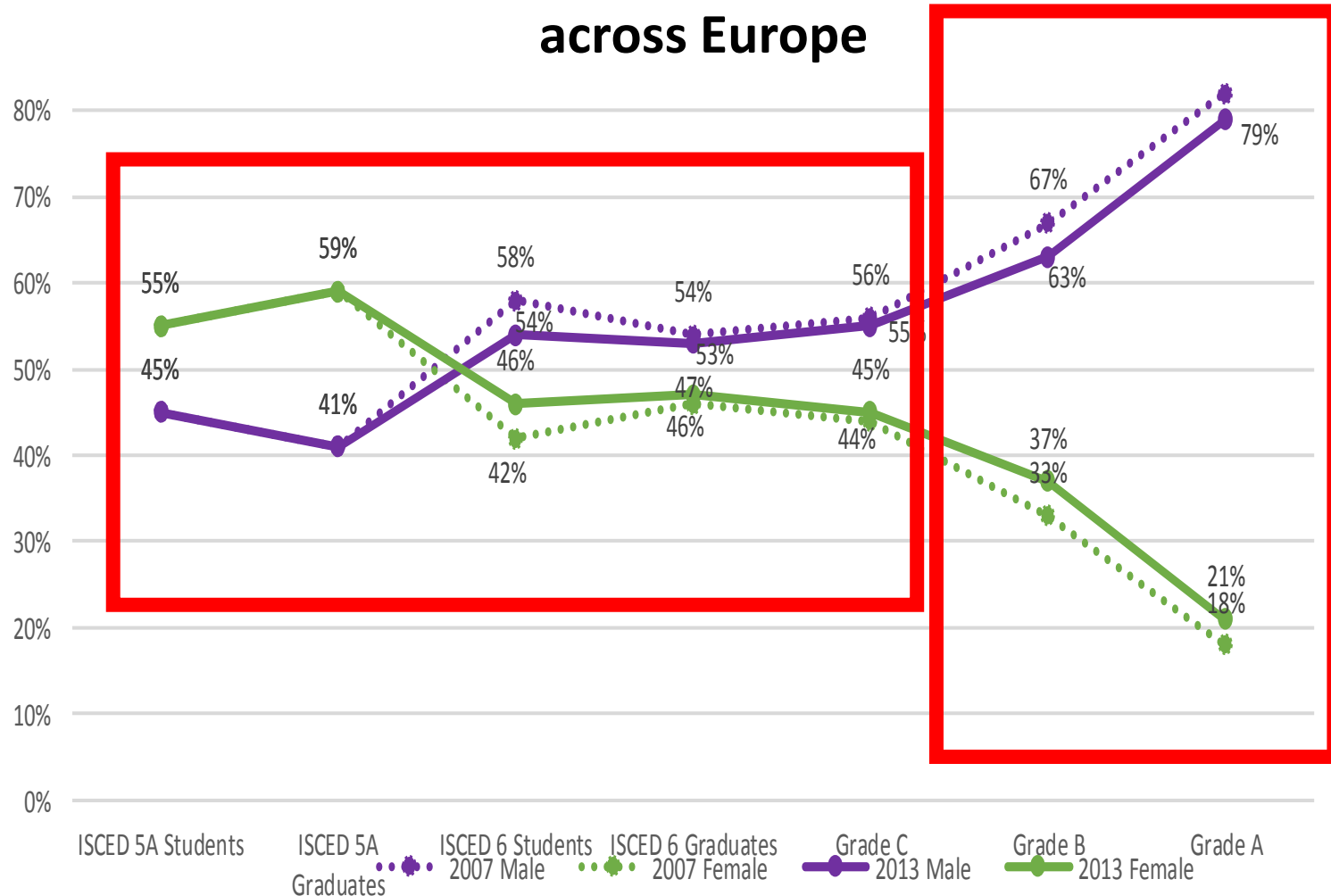
# Fix the system – not women: gender equality in Irish higher education

Gender Summit - Europe  
9<sup>th</sup> November 2016



# International situation

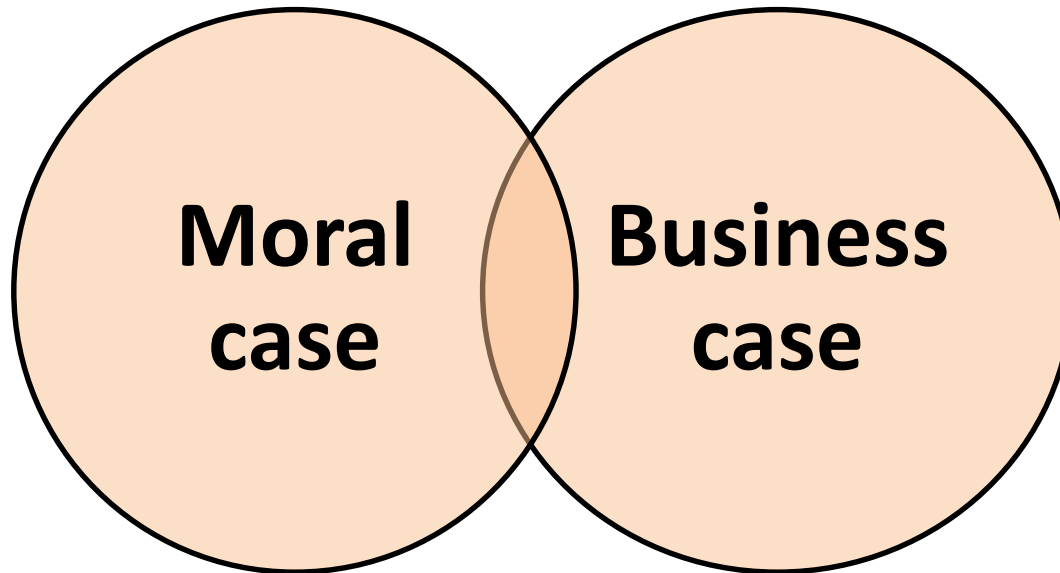
In higher education, women continue to be vastly under-represented in top academic decision-making positions, and top academic grades across Europe



Source: *She Figures 2015*

# ***Why gender equality?***

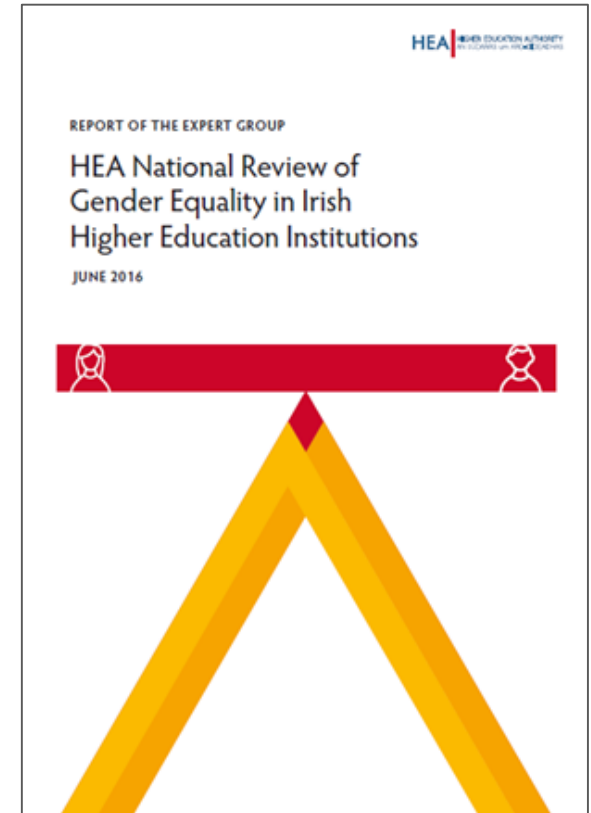
‘The under-representation of women threatens the goals of science in achieving excellence, as well as being wasteful and unjust’ - European Commission, 2001



***...HEIs which allow gender inequality to exist cannot perform to their full potential***

# HEA National Review

- Initiated September 2015
- Independent Expert Group chaired by Máire Geoghegan-Quinn
- System-wide review of staffing & governance of HEA-funded HEIs
- Review of HEIs' equality policies & Athena SWAN applications
- Review of international good practice
- Stakeholder consultation (face to face meetings, written submissions)
- National public online survey



# All Universities

## LEADERS (2016)



0 VS 7



## ALL STAFF BY GENDER



53%



47%

Number who have achieved a minimum 40% representation of each gender on:

### GOVERNING AUTHORITY/BODY

(September 2015)

5 OUT OF 7



### ACADEMIC COUNCIL

(December 2015)

1 OUT OF 7



### EXECUTIVE MANAGEMENT

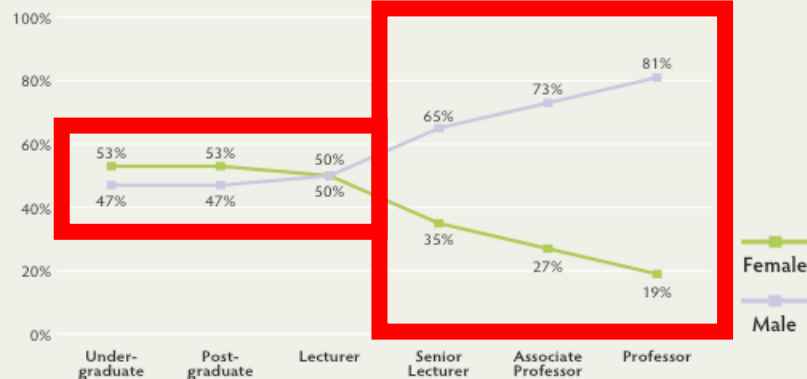
(December 2015)

2 OUT OF 7



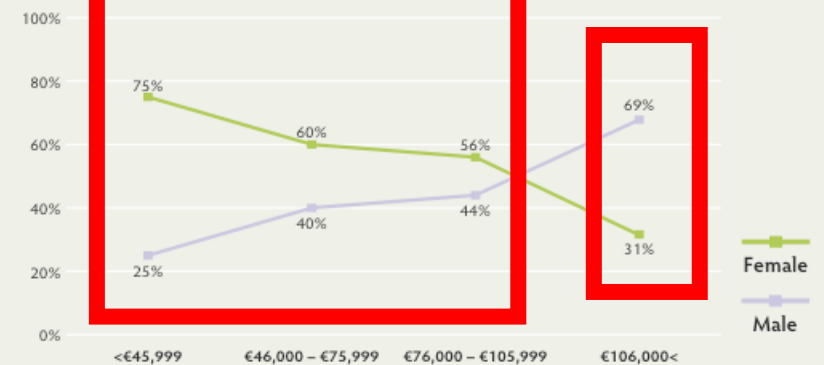
## Academic Core-funded Staff by Grade

(3 year average, December 2013-2015)



## Non-Academic Core Grant-funded Staff by Pay Grade

(September 2015)



# National Online Survey

**4,835**

RESPONDENTS TO NATIONAL ONLINE SURVEY



THE MAJORITY BELIEVE THERE IS GENDER INEQUALITY IN IRISH HIGHER EDUCATION



**64%**



**38%**

THINK THERE IS GENDER INEQUALITY  
IN IRISH HIGHER EDUCATION

# Areas for improvement

## KEY AREAS FOR IMPROVEMENT:

- 67% Promotion / progression**
- 61% Gender balance on senior management teams**
- 60% Overall culture**
- 54% Flexible working**
- 52% Career development opportunities**
- 51% Transparent procedures / processes**
- 51% Senior management's leadership on gender equality**
- 50% Childcare / carers' provision and supports**
- 50% Representation of men and women on key committees**
- 49% Gender profile of heads of school / faculty / department**

## KEY AREAS OF GOOD PRACTICE:

- 38% Recruitment processes**
- 36% Advertisements for vacancies**
- 32% Composition of select committees**
- 30% Flexible working**
- 28% Equal pay / starting salaries / increments**

“ By investing in gender equality, Irish higher education institutions will maximise their pursuit of excellence and successfully meet the many social, economic and cultural challenges of the future. ”

# VISION



# *Recommendations*

With academic excellence at their heart, these recommendations are an antidote to mediocrity.

1

Higher  
education  
institutions

2

The Higher  
Education  
Authority

3

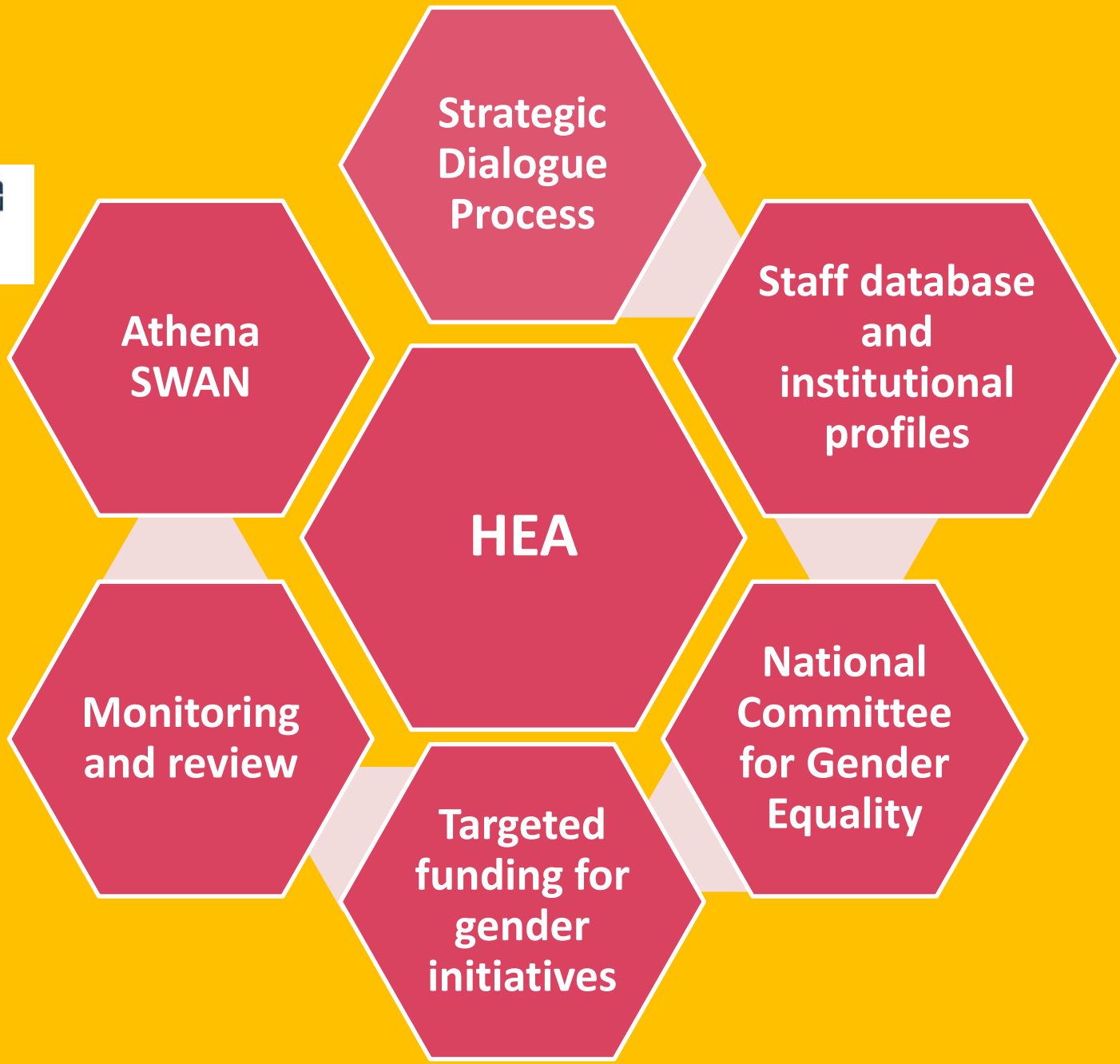
Research funding  
and  
related agencies

4

Other key  
higher education  
stakeholders

**The next step:** each stakeholder group to use these recommendations to develop a tailored implementation plan, specific to the particular stage that each organisation is at in addressing gender inequality.





**Strategic  
Dialogue  
Process**

**Staff database  
and  
institutional  
profiles**

**HEA**

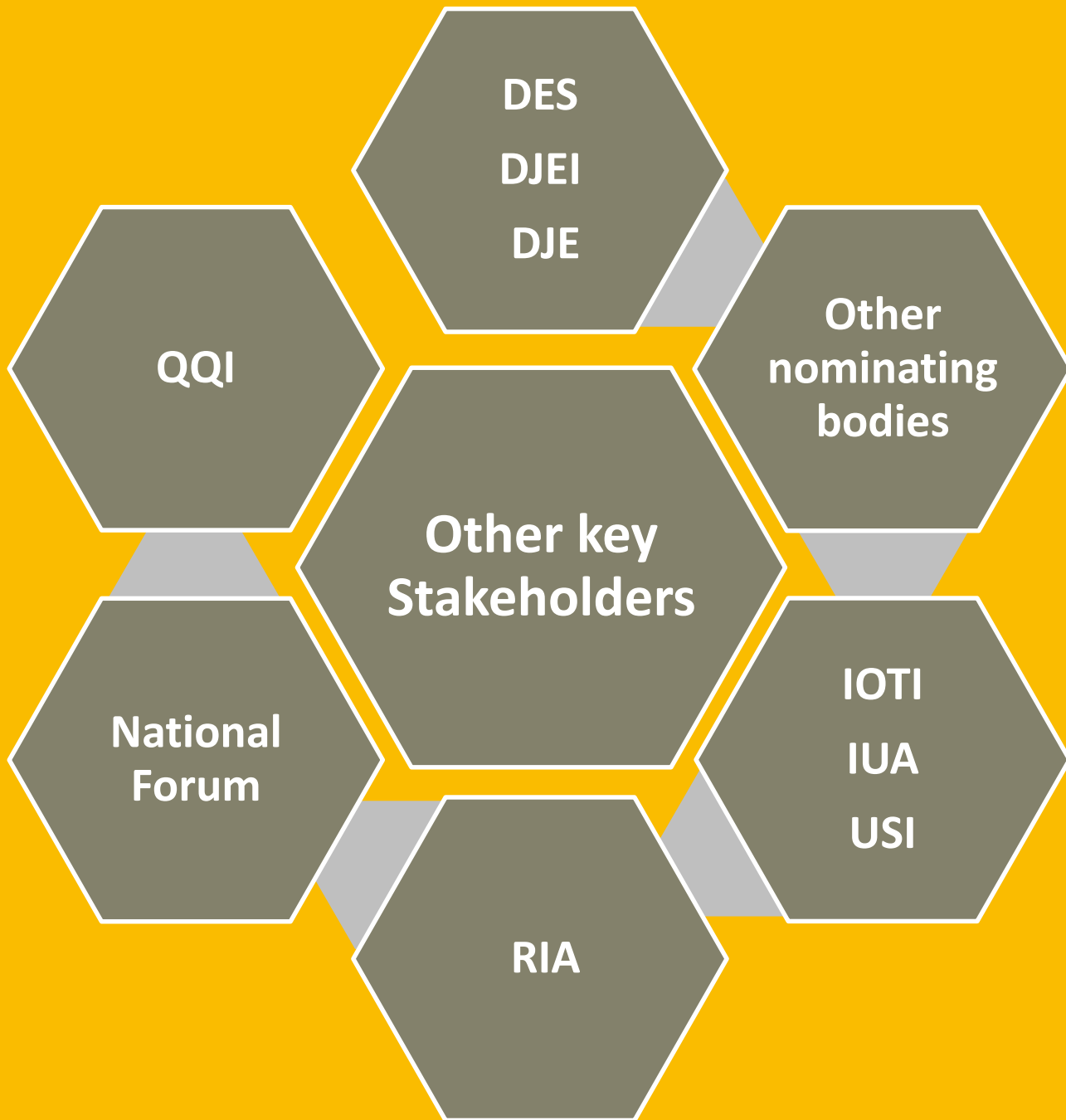
**National  
Committee  
for Gender  
Equality**

**Targeted  
funding for  
gender  
initiatives**

**Monitoring  
and review**

**Athena  
SWAN**





The logo for the Department of Education and Skills is a grey hexagon with a white border, containing the text 'Department of Education and Skills' in white. 

## Department of Education and Skills

**4.1** Gender equality will be identified as a national priority and key system objective in the Higher Education System Performance Framework 2017-2019.

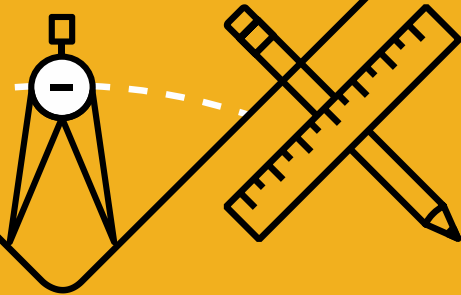
### **With the following high level indicators:**

- Presidents, or equivalent by gender;
- Gender-balance (min 40% of each gender) on governing authority/body, academic council, and executive management;
- Gender balance of Academic staff at each grade;
- Gender balance of professor grades (universities only);
- Gender balance of senior non-academic staff;
- Number of institutions who have successfully achieved and retained Athena SWAN awards;
- Level of perceived gender inequality amongst staff members.

# IMPLEMENTATION PLAN MEASURING AND MONITORING PROGRESS

HEA

HIGHER EDUCATION AUTHORITY  
AN tÚDARÁS um ARD-OIDEACHAS



- Annual review of HEI progress
- Strategic dialogue process
- Full review at the end of 3 years  
**(risk of funding being withheld if not  
addressing gender inequality sufficiently)**
- Full review every three years thereafter

# Thank you

The full report and supporting documentation can be found at [www.hea.ie/en/publications/2016](http://www.hea.ie/en/publications/2016)



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